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ABSTRACT

Elementary school pupils are introduced to a genealogical approach to state and local history. Although the examples in the booklet pertain to Wisconsin, the format can be easily adapted for classroom use by teachers in other locations. A teacher's supplement accompanies the booklet and offers a bibliography, background information, additional activities, and ideas on how to adapt the materials for different grade levels. The document is presented in 16 chapters. Chapter I discusses ancestors and explains how pupils can trace their family histories. Chapter II cites ethnic groups which were important in Wisconsin's history. Chapters III through VIII provide information about genealogy, vocabulary, places to look for genealogical information, interviewing family and community members, and finding meaning in names. Students are directed to look for genealogical information in cemeteries, birth and death records, census records, citizenship papers, newspapers, passenger lists of ships, deeds and wills, and state, county, town, and local histories. Chapters IX and X provide student essays on the 300 year history of an American family and on a farmhouse which has become a family museum. Other chapters offer a genealogical crossword puzzle, a pedigree chart, family sheet, and an individual work sheet. (Author/DB)

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STATE WILDLIFE ANIMAL — WHITE-TAILED DEER

STATE TREE — SUGAR MAPLE

STATE BIRD — ROBIN

STATE ANIMAL — BADGER

STATE FISH — MUSKELLUNGE (MUSKIE)

STATE FLOWER — WOOD VIOLET

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Getting to Know YOU

Who are your **ancestors?** They are all the members of your family who have lived before you — your parents, grandparents, and *their* parents, grandparents and great-grandparents. How many of these people can you name? Who were those people who lived long ago? How did they live? What did they eat? What did they feel? See? How are you like them? How are you different?

All of us have ancestors. They are people who lived before us. Some of them we know. Others are dead. Some of them lived in the United States. But many of them lived in other places. Yet we are connected to these people.

Parents often wonder what their child will be like. "Will baby have blue eyes? Brown ones? Will its hair be light? Dark? Straight? Curly?" These questions continue up to the time the baby is born. Each new baby is a special combination of his/her ancestors.

What happens when visitors come to see a new baby? You may hear comments like these.

"Oh, I'd recognize her anywhere. She has her mother's eyes and nose."

"Look, she has her father's black hair."

"Such a fat, roly-poly baby. I remember when your daddy was born. He looked just the same."

"She has her grandmother's ears." Sound familiar? It's funny to think of relatives as being a part of each child. But just think how many ancestors a baby really has. We can know only a few of them. Yet all the ancestors have had a part in the new child.

And wondering doesn't end when the baby is born. How many times have people looked at you and said, "I wonder whether you'll be tall like your father or short like your grandfather." Perhaps someone has said, "My, you look just like your mother did at your age." And someday they may look at you and say, "Your hairline is changing. Are you getting bald?"

Fortunately, we are all different. None of us is an exact copy of any other person. Each of us has different experiences. But each of us has roots that go back into the far past. Someday you may become a parent. Then you'll become a root for babies yet to be born.

Each family is like a chain. All of the links are different. And you are one of those links.

You can find out about the other links in that chain. Each link is one of your ancestors. As you discover the story of each link, you are discovering the story of your family. This story is called your genealogy. Your family genealogy is part of the story of your town, state, and nation. It is probably also part of the story of one or more other nations.

Learning about your genealogy can be fun. You may choose to learn about only a few of the members of your family. Or you may decide to spend more time and learn much more. This issue of *Badger History* gives you some aids in studying your genealogy. You will also find samples of the kinds of information other people have discovered.

Of course, it is not possible for every person to trace family histories. Some people do not live with their natural families. But we can all enjoy discovering the stories of other people. You might choose to trace the story of foster parents, friends, neighbors or teachers.

WISCONSINITES

Who are the people that live in Wisconsin? Who came here first? Who are you? Your parents? Grandparents?

Indians were Wisconsin's first residents. Europeans visited the Wisconsin area before 1650. By 1820, missionaries, fur traders and soldiers came to Wisconsin. These men did not build big cities. Few of them brought their families. Most of them did not stay for a long time. Soldiers lived at Fort Howard, Fort Winnebago or Fort Crawford. Traders and missionaries lived in or near Indian villages.

The population was small. It was not until 1850 that huge numbers of Europeans arrived.

People of more than fifty **nationalities** came here. At first, many of them kept their language, customs, recipes. They wanted life to go on as it had back home. Schools, churches, newspapers were in German, French, Norwegian. After World War II, however, most of these language differences disappeared. They are remembered only at events like the International Holiday Folk Fair in Milwaukee each autumn. Other events are held in some Wisconsin towns.

Germans and Norwegians made up the largest **ethnic** groups in our state. But we have Polish, Cornish Italian, Swiss, French, English and other ancestors, too.

A huge group of Germans arrived between 1840 and 1860. Then more came between 1880 and 1890. Today one-third of us have German ancestors. These settlers became storekeepers,

farmers, politicians, religious leaders. The first kindergarten in America was started at Watertown in 1856. It was taught by Margarethe Schurz. Her husband, Carl Schurz, was an important German-American statesman.

Norwegians came to Rock County in 1838. They published their own newspaper in 1847. It was called the *Northern Light*. Hans Heg of Waterford became a hero. He was killed in the Civil War.

Many Wisconsinites have Norwegian ancestors. They live in every part of the state. Many, however, live in southeast, central and western areas.

Italian settlers did not arrive in large numbers until the 1880's. Many of them settled in cities along the shores of Lake Michigan. Father Samuel Mazzuchelli was the chaplain of the first state legislature. He designed many churches. His churches still stand at New Diggings and Prairie du Chien.

Many Swiss people chose to live in Wisconsin. The Swiss arrived in the 1840's. They settled in the Monroe-New Glarus area. Each year they present a pageant. It is the story of Wilhelm Tell. He was a Swiss hero.

Cornish, Yankees, English, and French all came here. At one time over half Wisconsin's people were foreign-born or had parents born overseas.

Each group has become a part of our Wisconsin heritage. How many of these groups are a part of your family tree?

What is a Genealogist

Genealogists are people who uncover and write down family stories. Genealogists use history. History is based on the stories of families. When they are all put together, these stories can make up the story of our nation. Information uncovered by genealogists adds to the knowledge of historians. And genealogists often use history books to look for clues about their families.

Genealogists also study geography. Many **ancestors** have moved from place to place. These people looked for lands like the ones they left. During the 1700's and 1800's many people moved from Europe to America. Finnish people settled where there were lakes. Cornish miners made their homes near lead mines.

Sociology is the study of how, where, and why people live. This science is also important to genealogists. German people settled at Milwaukee. They brought a love of music. They started singing groups, an orchestra and a band. They published newspapers in German. And they often lived together in the same neighborhoods.

ASKING THE RIGHT QUESTIONS

Most people study genealogy for one of two reasons. Some want to be able to join a special organization. Others just want to discover facts about their ancestors. Genealogists want to know *what* ancestors did. It

is also important to know *when* they lived and when important events happened in their lives. Genealogists also want to find out *where* people lived, *where* they were at different times. Last of all, they try to find out *why* ancestors did the things they did.

WHO? WHAT? WHEN? WHERE? WHY?

These are the questions that genealogists want the answers to. Here are some sample questions. You can think of others.

WHO?

Who is the person you are studying about? Who can give you information about her/him? Who is the ancestor that you know the most about? Whom do you know the least about?

WHAT?

What events in an ancestor's life are important? The most important events are birth, marriage, and death. Others, however, include graduation from school, starting a new job or moving to a new home.

WHEN?

When did all of these events happen? It is important to have an exact date for each one.

WHERE?

Every event takes place somewhere. It is not always easy to track down the "wheres." Where was a person born (city, state, at home, in a hospital)? Where did an ancestor die (city, state)? Was the person buried there or at another place?

WHY?

The answers to this question are almost always interesting. But they may be the most difficult to uncover. Why did an ancestor move to the United States? Why did he or she leave home? Why did a relative become a farmer when he had

once been a lawyer? The "why" questions often help us to understand our ancestors. Look for answers to the "why's."

GENEALOGISTS ARE CAREFUL

It is important for genealogists to take careful notes. Always have paper and pencil with you. Never try to keep information in your head. It is too easy to forget or make mistakes. Be sure to copy all of the facts that you may need. It is best not to use abbreviations or shorthand. When you look at the notes later, you may not be sure of what you have written.

Be careful to keep all notes about each person or family together. A loose-leaf folder with dividers for each person or family can be helpful. Use a method that works best for you.

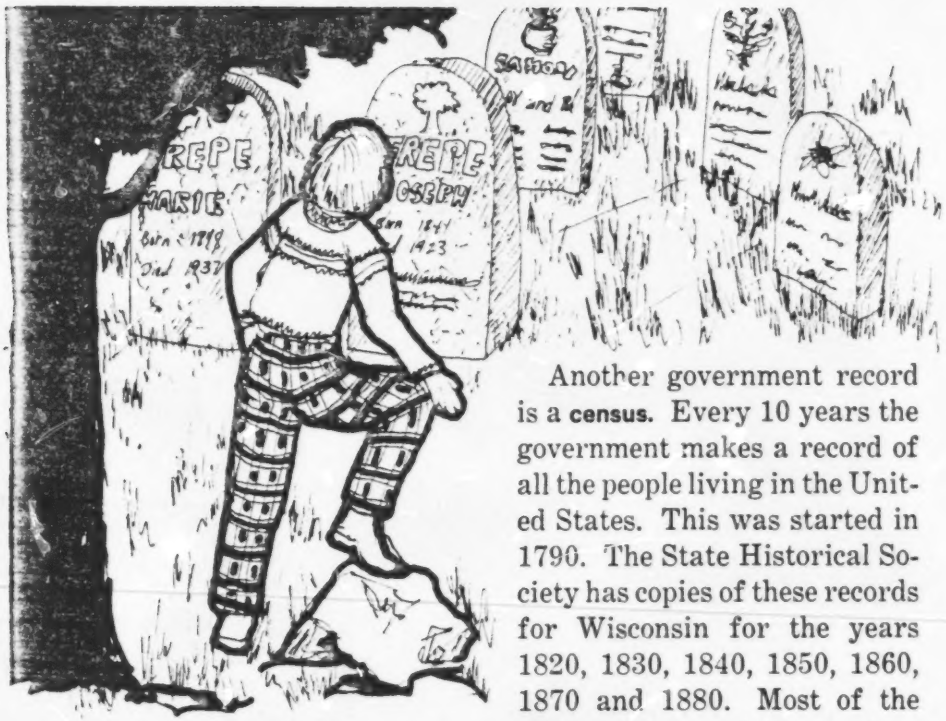
Keep a complete record of where you get facts. *Some facts are not printed.* They will be told to you. Write down the name, address, age, and telephone number of the person who gives you help. *Other facts are printed.* List the author, title, volume number, page and date of each publication. Jot down where you found the book or booklet.

Be sure to copy all of the information that is available from any place. Make a record of each ancestor's full name, birth date, marriage, death and addresses. Write down the full names of all children and other relatives.

How many ways might a name be spelled? *Kane* might also be spelled *Kayne, Cain, Caine* or *Cayne.* Check all the possibilities.

WHERE TO GET INFORMATION

You can find information about your ancestors at cemeteries, in church and government records, from relatives and the family Bible. Perhaps many of your ancestors are buried in a family plot. Visit the cemetery. Copy down all of the information on each headstone. Ask to see the cemetery records. They often contain more facts than the stones. Look up death notices in newspapers. You may find more clues there. Be careful, however. Newspapers and other



publications sometimes have errors. Visit the churches where ancestors were members. Ask to see records of baptisms, burials and marriages.

Government records can be helpful. Many of the most useful are located in the county courthouse. Deeds to land tell what lands ancestors owned. Wills often list the names and addresses of members of a family. Records show how each will is processed. They list the names and addresses of heirs. County courthouses also usually have birth, death, marriage and naturalization (citizenship) records.

Another government record is a **census.** Every 10 years the government makes a record of all the people living in the United States. This was started in 1790. The State Historical Society has copies of these records for Wisconsin for the years 1820, 1830, 1840, 1850, 1860, 1870 and 1880. Most of the 1890 census no longer exists. Later ones are not available for research. The Society has all the available census records of the states from 1740-1880.

The federal government has printed some aids to help you trace your ancestors. The following three booklets are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402:

Where to Write for Birth and Death Records (HSM72-1142)
Where to Write for Marriage Records (HSM72-1144)
Where to Write for Divorce Records (HSM72-1145)

August 14, 1923
KUNZEL, MAUDE (COPLEY)
Maude Kunzel was born October 10, 1894 near Klausen, Wisconsin. The daughter of John and Mary Copley, she was married to Otto Kunzel on August 22, 1913. Mrs. Kunzel is survived by her husband and two children. Burial will be in the Klausen Church Cemetery following services in the family home, Sunday, 2:30 p.m.

A son was born to F. and S. Kunzel, July 25, 1891.

Twin daughters were born to the family of John and Mary Copley, October 10, 1894.

November 18, 1926
Horace Kunzel placed first in the spelling bee held Sunday afternoon at the Jones School on the Wood Road.

FARM STAYS
IN THE FAMILY
Otto Kunzel, long-time resident of this community, announces that he will retire. The family farm, which was purchased by his father, Frederick, in 1886 has been turned over to August Kunzel. August Kunzel graduated from the University School of Agriculture in 1939.

December 8, 1953
Samuel J. Kunzel was injured last night when a car in which he was riding skidded and slid into the ditch. . . .

June 22, 1954
Jennie Louise Kunzel married James C. West in a candlelight service at the Community Church.

October 26, 1959
Word has been received of the birth of a son to Samuel and Doris Kunzel. Samuel Kunzel is a professor of geography at the University of Idaho. Grandparents are Horace and Judy Kunzel.

10 WHERE TO LOOK; WHAT TO FIND

1. BIRTH RECORDS—family Bibles, church records, county or city records, notices in newspapers.
2. CENSUS RECORDS—some local libraries (in larger cities), State Historical Society Library, Madison, Wisconsin. National Archives, Washington, D.C.
3. CHURCH RECORDS—baptism, birth, wedding, burial records.
4. CITIZENSHIP PAPERS—family records, county courthouse, National Archives.

5. CITY DIRECTORIES AND TELEPHONE BOOKS — local library and/or Historical Society, State Historical Society of Wisconsin, Madison. (Be sure to check all of the ways that last names might be spelled.)
6. DEATH RECORDS— family records, cemeteries, church records, county records, newspaper notices.
7. DEEDS AND WILLS — county courthouse.
8. DIVORCE RECORDS— county and state bureaus.

January 18, 1977

KUNZEL, OTTO J.

Mr. Kunzel was born July 25, 1891, at Klausen, Wisconsin, where his father operated a farm. Otto Kunzel married Maude Copley on August 22, 1913 at the Klausen Community Church. Two children, Marie and August, were born of this marriage. In 1923, Maude Kunzel died. On February 1, 1927, Otto Kunzel married Joan Boden. One son, Horace, was born to them. Mr. Kunzel operated a farm until 1956 when he retired. Mr. Kunzel is survived by his widow, three children, fourteen grandchildren and three great-grandchildren. The funeral will be held Monday, September 12, at Klausen Community Church. Burial will be in the church cemetery.

9. FAMILY MEMBERS — interviews, letters, old photographs, diaries, family histories, citizenship papers.
10. MAPS—libraries, see plat maps that list land ownership in rural areas. Compare plat books for different years.
11. NEWSPAPERS—local library or newspaper office, State Historical Society Library. Births, marriages, deaths. (Papers are printed each day, weekly or at other times. Check papers for several dates for events like deaths and funerals.) 11
12. ORGANIZATIONS — school organizations like fraternities, patriotic, political, social, service clubs. Masonic orders, trade unions.
13. PASSENGER LISTS OF SHIPS — National Archives in Washington, D.C.
14. STATE, COUNTY, TOWN AND LOCAL HISTORIES—local history books, centennial books for towns and cities.

WORDS TO LEARN AND USE

Some words have many meanings. The definitions of these words explain how the words are used in *Badger History.*

Ancestors *(ăn′sĕs tĕrs)* The people from whom a person is descended—parents, grandparents, and great-grandparents.

Census *(sĕn′sŭs)* An official count of the people who live in a city, state or country.

Ethnic *(ĕth′nĭk)* A group of people who have the same language, culture, history, race or national origin.

Genealogist *(jē′nē al′ō jĭst)* A person who traces family histories.

Nationality *(năsh ē̆ nal′ē̆ tē)* Persons who are born into or join a nation are members of that nationality.

Pedigree *(pĕd′ĕ grē)* A list of a person's ancestors.

Surname *(sŭr′nām)* A last name, also called a family name.

Spouse *(spowse)* A husband or a wife.

A BEGINNING

Always start your family tree with yourself and your parents. Start with the people you know. Your family may give you clues. Talk with grandparents, great-grandparents, uncles, aunts and cousins. Perhaps they can answer most of your questions. Their answers and clues will help you as you begin hunting for more distant relatives.

You will want to use three different kinds of sheets for notes. They are:

Pedigree Charts
Family Sheets
Individual Work Sheets

Using these forms will help keep your notes in order.

PEDIGREE CHARTS

The first step is to fill out a **pedigree** chart. See page 44. A pedigree is a list. It begins with you and includes your parents, grandparents, and great-grandparents. Try to find and write down the following information for each person:

Birth date (BD)
Birth place (BP)
Marriage date (MD)
Marriage place (MP)
Death date (DD)
Death place (DP)

Each name on your pedigree chart will have a number. The same number will be used to identify that person on other records that you keep. You are #1. Your father is #2; your mother #3. Fathers always have even numbers; mothers have odd numbers. A father's number is always double his child's number. The mother's number is double the child's plus one.

If you can list everyone, including great-grandparents, there will be 31 names on your pedigree. Some people can do this with ease. Others must hunt for a long time to get just a few of the names. Finding the dates to fill out your pedigree may be difficult. Once you have collected most of the names on your chart, you may begin another step.

FAMILY SHEETS

Family sheets list husbands and wives. Their numbers (from the pedigree chart) are put on the sheet. A sample family sheet is found on page 46. At the top are blanks to fill in about the parents. There is also room to list each child. Include dates and places for birth, death, and marriage. There is space for name of their **spouse.** (Husbands or wives are sometimes called by the term "spouse.") You may then begin a family sheet for each child that has married.

Be sure you keep your notes alike. Always print or write clearly. List children in order of birth, the oldest first.

INDIVIDUAL WORK SHEETS

Individual work sheets are helpful. Use them to write down all facts you can find about each ancestor. The person's number on the pedigree chart will also be on the individual work sheet. You may, however, keep work sheets on uncles, aunts, and cousins who are not listed on the pedigree chart.

You may also keep records of people who are not members of the family. Perhaps a man or woman lived with your relatives. This person may have been a farmhand, maid, or cook. Sometimes these people were known by special names. "Uncle" Bill or "Aunt" Lu may not have been a real part of the family. But they were "taken into" the family circle. The stories of their lives are interesting, too. Perhaps you have such a relative in your home. They are part of the story of your life, aren't they?

Perhaps you do not live with your natural or "blood" family. It might be almost impossible to trace your roots. So, you might adopt a family. Study the family that you live

with. Or choose a family that you would like to know better.

Individual work sheets may be several pages long. They will include every fact and clue that you have been able to discover about each person. Perhaps you will be able to get an idea of how ancestors lived. You may be able to discover things that were important to them.

Look at the sample individual work sheet on page 48. There are many blanks to fill in. Probably you won't be able to fill in every blank for each person. But keep trying. Being a genealogist takes time. You must be patient.

The last blank on the work sheet is "other." That heading can include lots of information! Be sure, for example, to include a biography. A biography is a life story of a person. It tells about events in his life. These might include birthday parties, school activities, hobbies, special skills, likes or dislikes. Your study may uncover character traits. Was this person cheerful? Grumpy? Always busy? Lazy?

Everyone has some special beliefs. These beliefs have much to do with the way we live. Was an ancestor religious? Did he believe in "making hay while the sun shines?" That "idle hands are the tools of the devil?" That children learn best when parents are strict? In letting children have their "own way?"

It is wise to help your relatives remember their parents and grandparents. Many events happened long ago. It is easy to say, "Oh, I don't remember that!" You may ask a relative to close her eyes and picture her father, grandmother, great-grandfather. Then ask questions like these: "What do you remember him doing? Saying? Describe the clothes that he wore. Do you remember any special gestures (motions) that this person used to make? Did he use his hands when talking? Wink or nod his head? Use a phrase like 'Wait and see!'" The trick is to help people remember little things they seem to have forgotten. These are details that help us see our ancestors as real people.

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COLLECTING INFORMATION

One important way to collect information about your family is to talk with, or interview, people. Relatives have many stories to tell. And other people may have stories to tell about your relatives. Here are some pointers to help you to interview people.

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THROUGH INTERVIEWS

1. Find out whether the person is willing to be interviewed.

2. Set up your meeting date at least a week ahead of time.

3. Try to set up a time when you won't be disturbed by visitors or telephone calls.

4. Set a time limit. This may be 15 minutes, 30 minutes or perhaps an hour.

5. Don't take more than perhaps one other person with you.

6. If the information is already printed in a book, don't ask lots of questions about it. You're looking for information that is in a person's head—not already in print.

7. Make two copies of a list of questions. Send one to the person. This will help him/her to start thinking about answers. Take the other set of questions with you.

8. Be on time.

9. Don't ask too many questions.

10. Wait until the person has answered each question before asking another one. Write down answers briefly. Write them out more fully as soon as you get home. Be sure to include the questions as well as the answers. Also write down the name of the person interviewed, your name, date, time and place.

11. Make a recording of the interview if you can get permission. Be sure to try the recorder to make sure that it is working and that the volume is set to pick up every word.

12. Thank the person for her/his help. Don't overstay your welcome.

Bridget Moon, grade 5, Dallas Elementary School, interviewed Carl Espeseth in 1975 to discover more about the history of her town. (The language of her interview has not been changed.)

Carl Espeseth is a horse trader who can be seen even today doing business from his old yellow and black car. He's 86 years old and travels many miles every day doing what he's done all his life. He lives in Hillside with his daughter.

Well, how long have you lived in this area?

All my life. I was born in the Wisconsin village of Dallas. And the old house that I was born in is still there.

You farmed for a while, didn't you?

No. I had a farm but I didn't farm it. I traded horses and had auctions there.

Has Dallas changed much?

Not much. It was a better town 50 years ago than it is now.

What were things like then?

Gee Whiz. Everybody came to town with horses. I was in the shoeing business. We shipped in carloads of machinery, carloads of buggies, carloads of cutters. And, gosh, we sold most of them buggies and cutters in one day. People wanted to know when they were coming, and they'd pick up what they wanted.

Was Dallas one of the main towns? Was it bigger than Barron at that time?

Oh, no. It was a better town than Ridgeland at that time. Now Ridgeland's ahead of Dallas. It was two machine dealers, two hardware stores and three grocery stores.

Some of those buildings must be gone.

Yeah. The old store my dad had was where Klein's got his now, that concrete building. That was where my dad's store was and we lived right across the street. We used to have dances upstairs in that store when I was a kid. I'd sit up there and go to sleep to the music.

Did they just have one feedmill?

Yeah. Old Jim Anderson's. I remember when they had the sawmill down where the park is. The pond was full of logs and they were rafted in the pond and pulled up with a rope.

Who ran the sawmill then?

Jim Anderson. And, by gosh, people and all their neighbors would pile logs up and burn the good logs for firewood. And then after Anderson started, he would buy the logs cheap. And you could back a wagon up there and get a load of lumber for $3.00. At that time the fellow who fired and took care of the steam engine got 16¢ a day.

What were livestock prices at that time?

Awful cheap. They used to bring cattle into the farm which is located over by the Dallas Funeral Home. And the next day they used to get 4-5 kids to take cattle to Barron for 50¢ a day because there was no railroad at that time.

How much were the prices of horses then?

Oh, gosh. They wasn't so high at that time. They got pretty high when they got rid of the oxen.

How much was a good team worth then?

Oh, about $600-$700 dollars. When the tractor came in I could get them for about $40-$50 dollars apiece.

In 1975, Nettie Hanson was an 87-year old woman who lived alone in a small house in Dallas, Wisconsin. She had been married sixty years. She lived with her husband, Sever Hanson, on a farm about five miles from Dallas. (Here is part of the interview; the language has not been changed.)

How long have you lived in this area?

I was born near Ridgeland in the town of Wilson, Dunn County. And I went to school and had about three miles to walk—never had a ride. My mother thought I had to quit when I was in the 5th grade because I had to learn the Norwegian. It didn't make much difference about the English.

Where did you go to school?

Well, it was the Towner, they called it at that time. It's about two miles south of Ridgeland up on the ridge. It's the town hall now. There was about 50 children in school and one teacher. And the teacher kept the school warm with wood in the stove. There was about 6 grades. We didn't have hot lunch at school like they do now. We carried our own lunch in a lunch pail. We didn't have paper and pencil then. We had slates and slate pencils to write with. There was a big blackboard on the wall that we wrote on with chalk. Things have changed a lot. I was in the fifth grade when I didn't go no more.

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I suppose then you stayed home and helped your mother.

Well, I was home and we had to watch the cattle and sit out in the field and study our lesson for confirmation. It was kind of lonesome.

Did you do a lot of canning?

Oh, sure. We canned everything. Well, on the farm we canned our meat. I used to can about 300 quarts of blackberries and blueberries. I used to go to the store with a couple of dozen eggs and two or three pounds of butter and buy just what was necessary like sugar and coffee.

Did the girls all have to wear dresses to school?

Oh, yes. We wore dresses and of course in the summer we used to go barefooted.

Were your folks from here or did they come from Norway?

Well, they came from Norway and they used to live down by La Crosse when they first came. But before I was born they moved up in Dunn County. They farmed all their life on a small scale.

What would you do when someone got sick in those days?

Well, I don't know. The nearest doctor we had when I was at home was Prairie Farm. It was Doctor Burns and there was no telephone. You had to go there with a horse and buggy and tell him about it. He'd come to the house. I know one time at Amundson's, they had one of the girls sick. I was there one day and I came there the next day. We was together a lot and her dad had gone to Prairie Farm to get the doctor to tell him that she was sick. And the doctor came and she had diphtheria. Well, of course, we got very scared since I was there and I would get it. So went over to see Dr. Burns and told him about it and he said I should stay home and gargle with alum water every day. I think I gargled alum water all winter.

I suppose you had very little when you just got married.

Oh, yes. Our first milk check was four dollars. I rode to Dallas with the horse and buggy and was going to cash that milk check and the

banker didn't know me. There were two of them. Russell was the banker and Ing was his helper. Russell asked Ing, "Did you ever see her face before?" He said, "No. What puzzles me is I always thought Sever Hanson was a single man." I said, "He used to be." So he finally did let me get the four dollars and some cents for the milk check.

Did you wash clothes by hand?

Oh, yes. We used to boil them and we had to heat the water in the boiler, wash them and rinse them in two waters . . .

In 1954 Rachael was an eighth grade student in Milwaukee. One evening she and her father paged through the family Bible. Here is what she learned.

The pages of family records tell the story of her paternal grandmother's family.

WHAT THE F

Valentine Brown traveled to New York from England in the early 1700's. He settled on a farm and married Margaret Haight. They had eleven children.

Richard Brown was the seventh child. He was born September 6, 1789. Richard married Lydia Simpson. He was thirty years old. They had one son. Richard Robert Brown was born June 1, 1831.

A few years later the family moved to Wisconsin. They began to farm near Albion. Albion is located three miles north of Edgerton in Rock County. Tobacco was an important crop on the farm.

January 31, 1858 Richard R. Brown married Mary Child. He went into business as a tobacco buyer. His business grew and he moved his family to Edgerton. He built a home on Pleasant Street. His large tobacco warehouse was near the railroad tracks. He bought a lumberyard. Then, in 1868, he started the Tobacco Exchange Bank.

There were four children. My grandmother, Gertrude Mary, was the only daughter. She was

BIBLE TOLD

born Jan. 7, 1868. After graduation from high school she entered the University of Wisconsin. She lived in Chadbourne Hall. At that time there were few girls at the school.

Oct. 1, 1898 Gertrude married Lewis E. Gettle. He had been the principal of schools at Edgerton. By 1898, however, Lewis was practicing law in Edgerton. They had three sons. My father, Rollin Brown Gettle, was born March 4, 1901. He is the oldest.

In 1914 the family moved to Madison. Grandfather was secretary and later chairman of the Wisconsin Railroad Commission. This is now called the Public Service Commission.

My dad graduated from Central High and the University of Wisconsin. Then he moved to Lake Mills to teach in the high school. He married Rachel Joan Klein on June 30, 1927. In 1928 they moved to Milwaukee. Dad has taught at Washington High ever since.

March 31, 1939, I came along. This is where my history ends and life begins for me.

WHAT'S IN A NAME?

By Doris Platt

Names are important. They give us information about families, neighborhoods, states and countries. Names give clues about a person's age, nationality, occupation or location. Not all names supply these answers, but many of them do.

There are two types of names. One is the *first name* or given name. It is a name given by parents to a baby. The baby's other name is the *last name*, or **surname.** Surnames are usually the father's last name. This name is often shared by all members of the family.

First names are chosen or selected. Parents choose names that they like. They might take it from a place (Venice); a book *(Oliver Twist);* a famous person (Deke Slayton); a Biblical character (Daniel); a make-believe person (Jason and the Golden Fleece); or the mother's last or maiden name (Carver). Parents often look in a book like *Name Your Baby* for ideas.

A child's first name may show his nationality — Pierre (French), Thor (Norwegian) — or sex (Henry, Henrietta). Some names have many spellings but come from the same root (Helen, Ellen, Elaine, Helena, Ella, Heloise). Other names have various forms in different languages. Jacques, Jonathan, Johann are all the same as John. Other names come down from father to son (Robert, Sr., Robert, Jr.). Sometimes names are used generations apart.

Certain first names are popular at certain periods of time. The 1900's saw Victoria and Theodore popular because of Queen Victoria and Theodore Roosevelt. The 1920's found many children named Elsie, Gladys, Doris, Newton, Frank. How many pupils in your schools are called Lisa, Karen, Jason? How many of your classmates have the same first name?

Last names are family names. They are shared with other members of the family. Long ago, people did not have last names. Last names, or surnames, first appeared in the 1200's and 1300's. People who lived in a certain place took the place as their last name. John Newcastle was John *from* or *of* Newcastle. Sometimes *of* appears in a name today (Van, De or Du). A last name might come from a river, hill or other part of the landscape. John Atwood was John who lived by the forest. John Atlee was John who lived near the meadow. (Lee is another word for meadow.) There were different spellings of the same name. At that time, most people could not read nor write. Even in the 1790 American *Federal Census, Brown* was spelled seven ways (Bronn, Broons, Broun, Broune, Brown, Browne, Brownes). There were thirty-four ways of spelling Reynolds (Ranals, Renholds, Runnels).

People had several ways of getting a last name. Most names came from a place, an occupation, a personality trait or a nickname. Occupation names are Sherman, a shearman who sheared cloth; Chandler, a candlemaker; Thatcher, a roof-thatcher; Smith, a blacksmith. Some people took their father's first name as a last name. Johnson (son of John), Adams (son of Adam), Lavrinsdatter (daughter of Lavrin). Other people were tagged by descriptive words. White is for blond, Black for dark, and Schwartz is German for black. Other people have nicknames like Speeder or Runner.

Names may have several meanings. Stuart is the name of a Scotch king. But a steward is a servant or person in charge of the household. It's easy to find the meaning for Weaver and Baker, but it's hard to explain foreign names. Many dictionaries give origins and meanings of first names. Some last names may be found in *A Dictionary of British Surnames* by P. H. Reaney, 1961.

Each person has many ancestors. People and their names have made up our history. They all lived and breathed as we do. And their names, and ours, are important. What does your name tell about your nationality, or that of people in your town, state or country?

More Than Three Hundred Years in America

By Christine Johnson

Christine wrote this article in 1962 when she was an eighth grade student at Winneconne Grade School. Christine got information from records kept in several Massachusetts towns. She checked records in the United States War Department. She also got information from her grandmother and a cousin. Only details about Christine's direct ancestors are included in this article.

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I am descended from the Bills and Legg families. The Bills came to America in the sailing vessel *The Pied Cowe*. It sailed from England in 1635.

The Legg family also came to Massachusetts from England. Aaron Legg married Experience Fish in 1751. Aaron's son, David, served in the Revolutionary army. He was a soldier for two and a half years. These early soldiers signed up to serve a short time; then were discharged to go home. After planting or harvesting crops, they signed up again.

David's daughter Lucy married Hartwell Bills. He served in the War of 1812. Their son, Jason, and two friends came to Wisconsin. They arrived from New York in 1847. They hoped to find cheap government land to farm. They settled on land that is now on Highway 21 west of Omro. After signing for the land, the three farmers returned to New York. They went to help their families pack for the trip to Wisconsin.

The families traveled together. In 1850 they reached Fond du Lac. They went by boat to

Delhi. It was a small landing between Omro and Eureka. Their friends met them with oxen and wagons.

It was beautiful but lonely country. The travelers were often homesick for their homes in New York. However, a log house was built. Everything was made comfortable for winter. The land where they settled was a strip of land called Shead's Island. It was surrounded by cranberry marshes. Then it was known as Shead's Street. Later it became Highway 21. Shead was an early settler.

The settlers were glad when spring came. They found a grove of maple trees on Bills' land. Jason had lived in Vermont as a boy. He knew how to make maple sugar. He made sugar and sugar cakes for everyone. There was enough left over to trade for groceries at Berlin. The children enjoyed gathering the sap and cooking it. By this time the family owned cows. The men were clearing land for the first crops. A log barn had been finished. So the second winter was easier on the livestock.

After a few years, Jason's parents, brothers and sisters came to Wisconsin. They built a home on the farm. Five generations of Bills lived here. One of the homes burned down. A new one built in its place remains. A tree planted along the road by Mrs. Hartwell Bills is still growing. She used to trim and shape it every year. Finally the Bills family home was sold. The children all moved away.

My great-grandmother was Jason's daughter. She remembers her father's team of black horses and a buggy. She rode in the buggy to visit relatives. They started out early in the morning before daybreak. They arrived after dusk at the town of Embarrass.

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Grandmother was married in 1911. She moved to northern Wisconsin. She and grandfather cleared their fields. Then they planted crops. Later, they moved to a farm near Winchester.

Our ancestors came to this land in 1635 when it was a colony. Now, 327 years later (1962), we're living in the United States of America.

A FAMILY MUSEUM

By Dale Otradovec

Dale wrote this story in 1962 when he was in eighth grade at Norman School, Kewaunee.

I live on a farm. I am the fifth generation of our family to live on this farm. My great-great-grandfather bought eighty acres from the government. He came from Czechoslovakia. He sold the farm to his son John. Then my grandfather bought it. Seven years later grandpa sold it to my dad. We have had it for the past fifteen years. We now have about 220 acres.

On the farm are three houses. We live in one. My grandparents are in another. One house is empty. My great-great-grandparents once lived there.

Today, the house is just the way it was seventy years ago. It has no electricity or running water. The downstairs has two rooms—a kitchen and a bedroom. The kitchen is furnished with everything from soda to strainers! There is a wood stove for cooking. A woodbox, table, rocking chair and a few benches remain. Two *misniks* or cabinets for dishes, silverware, flour and sugar stand against the wall. The dishes are now cracked. But they are the same ones my great-great-grandmother used seventy years ago. In the bedroom is a heavy cabinet and a brass bed. The upstairs bedroom holds two old-time high-back beds and a Boston rocker.

The floor upstairs is covered with rugs. You can see the roof boards because there is no plaster. Old bags of leaves and roots still hang from the ceiling. They were supposed to cure sicknesses.

Years ago, farms were handed down from one generation to another. The oldest member claimed some bushels of rye, wheat, oats and barley. This happened each year at threshing time. Upstairs, along one wall, are four bins. They held these grains. They are empty now because the grain would attract mice.

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Mattresses were filled with rye straw. Each fall, new rye straw was put in them. Two of the beds have rye mattresses.

Great-great-grandmother raised eight children in this little house. Two daughters and one son are living today. The daughters, who are in their 80's, never miss a year coming back to their old home. They leave their home in Chicago to return home. They enjoy using their mother's pots, pans, silverware and dishes. They have fun splitting wood for the stove and carrying water in a pail. Kerosene lamps light the house as they did years ago. Outside the house is a washstand. A rain barrel stands nearby. Washing was done here in good weather.

No one stays in the old house in the winter. It is too cold. But when spring comes, the doors are open. It is still a home. But it is also a family museum.

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CROSSWORD PUZZLE

1. _____ chart
2. A _____ marks a grave.
3. A grandparent or great-grandparent is an _____.
4. A list of all the people living in a city, state, or nation.
5. First name or _____ name.
6. The ship that the Bills family arrived on.
7. Dish cabinets in a family museum.
8. A person who uncovers family history.
9. Family members are like _____ in a chain.
10. Students at _____ Middle School wrote about their relatives.
11. William _____, a Swiss hero.
12. Talk with or _____ people to get information.
13. Any member of your family.
14. Family _____.
15. Each person on a pedigree chart has a _____.
16. _____ maps show ownership of farm lands.
17. Last name or _____.

(See Teacher Supplement for answers to crossword puzzle)

Door County Pupils Discover Ancestors

Students at Gibraltar Middle School in Door County decided to learn about their parents and grandparents. Then they wrote down the stories of these people. The stories tell of courage, joy, and sadness. Most are about people that the students have met. But some include people who died long ago. Each writer discovered interesting facts about ancestors. Notice how many details are included in the stories. Each story is exciting. Each tale is a part of the history of Door County. Each is a part of our Wisconsin heritage.

Nancy Schaufer is the teacher.

IGNACIO GONZALES, MY FATHER

By Silvia Gonzales

Silvia Gonzales has brown eyes and black hair. She was born October 25, 1963. Silvia lives in Sister Bay, Wisconsin. She likes to play baseball, kickball and jump rope.

My dad is Ignacio Gonzales. He is 69 years old. He is married to Aurelia. She is 50 years old. I have six brothers and sisters. We came to Wisconsin seven years ago. Before that, we lived in Laredo, Texas.

Dad was born on October 23, 1907. He is 5' 1" tall and weighs 125 pounds. Dad did not go to school. He doesn't know how to read or write English. But he tells me stories about his parents. He tells how they dressed, acted, and spoke. His parents went to church every day. He also tells me stories about things that have happened to him. Once he was picking cherries. He was at the top of the ladder. Suddenly the ladder opened and dad landed on the ground. It surprised everyone. They laughed. Another time, dad reached for an apple. Just then a big apple fell from high in the tree. It hit him in the eye and made it black!

Dad loves farm work. He likes to sell strawberries and raspberries. He gets up early in the morning to pick them. Then they are ready for customers. My dad does many different kinds of jobs.

After my parents met, dad asked mom for a date. She wasn't sure she wanted to go out with him. She said "No." But he kept asking. Finally she agreed. They went out for many months. Then dad asked her to marry him. She said "Yes." They were married June 5, 1949. Their first child was named Mary. Later they had

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Jim, Louis, Pasqual, Denise, and Augustine. I am Silvia, the seventh child. We all help with gardening in the summertime. We like our Wisconsin home.

MELVINA DORA WEBORG

By Fay Stephan

Fay has brown hair and brown eyes. Her hobbies are painting and babysitting. She has four sisters and one brother. She lives in Baileys Harbor.

Great-Aunt Melvina Dora Weborg was born in Fish Creek, Wisconsin, November 2, 1903. She was welcomed by brothers Oscar and Chester and sister Agnes.

Melvina was raised on a farm at Juddville. In summertime her family picked cherries and strawberries. The children did farm work. In her spare time, Melvina played games and a reed organ.

She went to grade school in Juddville. She graduated from Gibraltar High School. Then she went to the normal school at Algoma. She became a teacher. Her first job was in a Door County school. While teaching, she met Stanley Stephenson.

On November 25, 1926, she became Melvina Stephenson. The young couple moved to Chicago. At first they lived in a small upstairs apartment. Stanley got a good job with the Page Company.

He worked hard. They bought a nice home in Brookfield, Illinois.

Melvina and Stanley couldn't have children of their own. So they adopted a little girl. Then they asked for a boy. He was four years old when they got him. Their names are Patty and John. Melvina enjoyed taking care of her family. Patty and John went to college. Stanley became ill with heart trouble. Then, in the fall of 1965, he died.

Melvina has 12 grandchildren. In her spare time she likes to travel. She has been to the British Islands, the mainland of Europe, Scandinavia, Canada and other places. But of all the places she has been, she thinks Door County is the most beautiful.

KURT SCHARRIG
By Debra Merkel

Debra is 12 years old. She has three brothers and lives on a farm. She likes sports and music. She would like to be a teacher, nurse, or perhaps a track runner in the Olympics.

Kurt Scharrig was born in Damsen, Germany, on August 29, 1907. Now he lives in Jacksonport. The school near his Door County home was built the same year that he was born.

Kurt went to a country school in Germany. He lived in the town of Domen, with his family.

Kurt has four brothers and six sisters. His mother's name was Bertha. His dad's name was Karl. Kurt liked playing baseball. He went to school for eight years. He had only one teacher all that time.

In summertime, he worked as a mason's helper. Kurt's parents worked on the farm. The family lived in a five-room house. They were not rich.

At the age of 15, Kurt came to the U ited States. The year was 1923. Kurt traveled on a boat. It was named the *Arpedo*. The cost was $175. He did not know any of the passengers before the trip. It took 16 days to cross the ocean. After landing, he traveled to Fish Creek. He lived with his sister, Minnie, and her husband.

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At age 26 Kurt married Elsie Krauser. The day was February 14, 1933. They had four children; Helen Clemens, Alice Merkel, Esther Bagnal, and Mary Hane.

In 1937 Elsie died. The following year Kurt married Betty Patza. They had two children, Ruth Burt and Alvin Scharrig. They have twenty grandchildren but no great-grandchildren.

Kurt has been both a farmer and shipbuilder. He got only $15.00 a month as a farm worker. The family lived on a farm near Jacksonport. The children went to a country school. They walked on a path through the woods to the schoolhouse. All of the children went to high school. Sometimes they went by bus. But most often they walked.

In summertime, the boys worked for nearby farmers. Farmers had few machines. They needed many workers. Betty worked in the garden. The girls did the housework. Now grandpa and grandma like to travel. In winter they like to get away from the cold weather. They go to Tennessee and Florida. Sometimes they stop in Nashville. They see programs at the Grand Old Opry. They used to go to Florida because grandpa had a bad leg. A log fell on it when he was a lumberman. Then, in 1976, he had an operation. Now his leg is much better.

Grandpa and grandma live in a trailer house near Jacksonport. Their son lives up the road in a little woods. A trail runs through the woods. Grandsons visit them almost every day. Grandpa is 70 years old. Grandma is 58.

MY DAD, LEONARD PETERSON

By Colleen Renee Peterson

Colleen has blond hair and blue eyes. Her hobbies are swimming, ice skating and music. Her father owns a resort at Rowleys Bay.

My dad was born in November, 1919, at Ephraim. He was born in a brand new house. His family had just moved out of a log cabin. His parents were about 45 years old when he was born. He had two sisters and two brothers. They were named Aaron, Edith, Mildred and Hilton. Aaron lives at Daytona Beach, Florida. Edith

came to live with us after her husband died. Mildred died in a car accident when she was 16. Hilton died three years ago.

Dad went to grade school in Ephraim and high school at Gibraltar. He didn't go to graduation because he had the mumps. (But he did graduate, of course). He also missed the state music contest because of mumps.

Dad was about 16 when he first dated Alice Logerquist (my mom). They were married June 1, 1940 in a Baptist Church. My dad was 21; mom was 19. There were 300 guests for the event. My parents couldn't afford a honeymoon trip. They moved to Milwaukee. Dad worked for Masterfreeze for about eighteen months. Their first son was born June 12, 1941. He was named Richard George. He was named for his grandfathers, Richard Peterson and George Logerquist.

Soon, my parents moved to Sister Bay. Dad worked at the shipyard for almost three years. Then he spent eighteen months in the navy. When men who had three children were discharged, Dad came home.

Within the next 23 years, other children were born. They are: Wanda Rochelle Mango, Leanne Patricia, Stephen Clark, Timothy Kenyon, Leslie Aaron, Miriam Annette Dorn, Jewel Grace, Crystal, and Colleen Renee. James died at birth. Leanne died after falling off a tractor. All of the children, except Richard, were born in Door County Memorial Hospital. All of us live in

Wisconsin except Richard. He lives in Houston, Texas.

My father has had many jobs. He has been a factory worker, bookkeeper, carpenter, home designer, salesman, plumber, choir director, resort owner and land developer.

In 1971, my family bought the Rowleys Bay Resort. Dad renamed it Wagon Trail. We rent boats and rooms. We have a restaurant and serve homemade food. My dad is designing a new motel.

By Tracy Neubauer

Tracy is 11 years old. She lives at Sister Bay. Her hobbies are horseback riding and skiing. She hopes someday to be a vet or work with animals. She plays the trumpet in the school band.

My great-grandmother is Agnes Gerondale. She is 91 years old. Great-grandma was born in 1885 at Gardner, Wisconsin. She had one sister and five brothers. Two of her brothers died when they were young.

Agnes went through eighth grade at Gardner. There was no high school. She worked on the farm for several years. At age 17, she took a job as a maid in Sturgeon Bay. She was paid $1.50 a week. That was good pay.

At age 20 Agnes married. She became the mother of five children. She didn't have an opportunity to travel. She has never been out of Wisconsin.

My great-grandma is Belgian. Her grandparents came from Belgium. They joined friends in Door County. Each new family bought land for a farm. People helped each other. Everyone had to work hard. There were no machines to do the work. Agnes' father and grandpa walked to Green Bay to buy a bag of flour. It took them two days, one each way. Then someone started a mill at Sturgeon Bay.

Though people worked hard, many of them lived long lives. Two of Agnes' brothers died when they were young. But one lived to 97. Her sister lived to 87. Her two brothers are now 80 and 96. She said they worked a lot, took their time, and slept long hours. Everyone ate lots of bread, meat and vegetables.

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Each September Belgian people celebrated Kermiss. It was a two-day event, Sunday and Monday. There was square dancing in the streets all day. At night everyone went to the town hall. Friends visited each other's homes. Beef stew, potatoes, and lots of Belgian pie were served. The Kermiss was the main event of the year.

Every girl learned to sew. Agnes also had to learn to speak English. Her family only spoke Belgian. She went to a small, one-room school. It held all eight grades.

The family ate pork because they raised pigs. Kermiss was the only time they had beef. The women churned butter by hand. In winter they made ice cream. They used snow. Later, ice cream freezers were developed. Then everyone took a turn at cranking. Ice cream was slow to make, but so good.

Today my great-grandmother lives by herself in Sturgeon Bay. She is active for her age.

Using What We've Learned

Turn to page 10. Read the newspaper stories about the Kunzel family. Fill in a pedigree chart for as many members of the family as you can.

Make a pedigree chart for your family using snapshots of as many persons as you can find.

Have each member of the class write a biography of one family member. Prepare a special program to share these stories. Invite your parents and the editor of your newspaper.

Write a play or poem about an ancestor.

Interview family members to find out about your family tree.

Check your family tree to see how many times some names have been used. What is the most popular first name for men? Women? Can you find out why?

Compare your baby pictures with those of your parents, grandparents, and great-grandparents. Which of these people do you look most like?

PEDIGREE CHART (sample)

Father
BD
BP
MD
MP
DD
DP

Your name
BD
BP
MD
MP

44 **Mother**
BD
BP
DD
DP

Grandparents
BD
BP
MD
MP
DD
DP

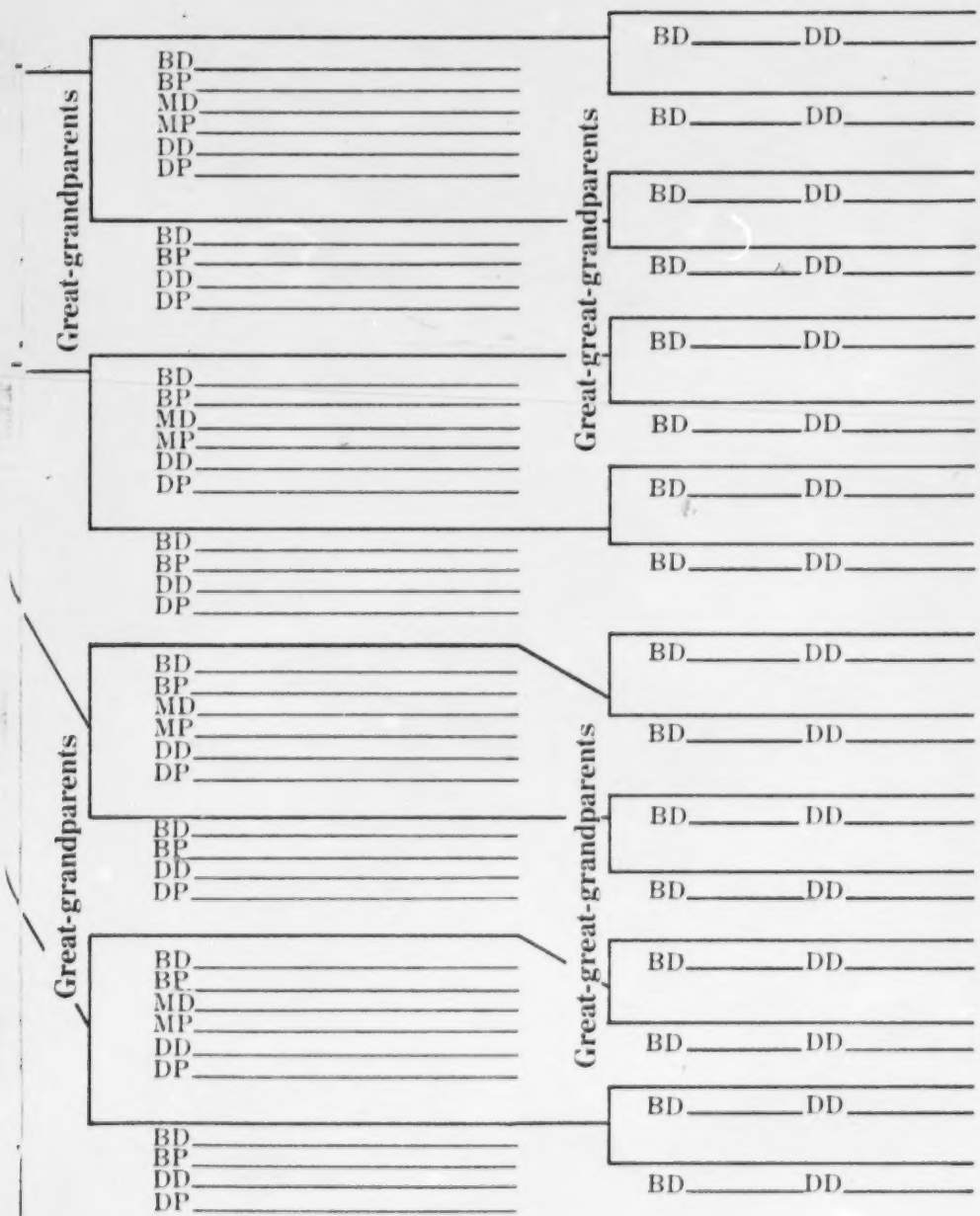
BD
BP
DD
DP

Grandparents
BD
BP
MD
MP
DD
DP

BD
BP
DD
DP

BD (Birth date)	MP (Marriage place)
BP (Birth place)	DD (Death date)
MD (Marriage date)	DP (Death place)
*Ancestor number	

Collected by _____
Address _____



Date _____

List the places where information was collected on the other side of this page.

FAMILY SHEET (sample)

HUSBAND _____ Ancestor number* ____

Born _____ at (place) _____
Married _____ at (place) _____
Died _____ at (place) _____
Buried at (place) _____
_____

Father _____
Mother _____
Church (name) _____
(address) _____
_____

Other wives _____
Other residences _____
_____

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WIFE _____ Ancestor number* ____

Born _____ at (place) _____
Died _____ at (place) _____
Buried at (place) _____

Father _____
Mother _____
Church (name) _____
(address) _____
_____

Other husbands _____
Other residences _____
_____

*Ancestor number is the same as on the pedigree chart

Information collected by _____
Address _____
_____

CHILDREN: List children in order of birth, the oldest first.

	Name	Born		Married		Died	
		date:	place:	date:	place:	date:	place:
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Date_____

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INDIVIDUAL WORK SHEET (sample)

Name _____

Born _____ at (place) _____
Married _____ at (place) _____
Died _____ at (place) _____
Buried at (place) _____

Father _____
Mother _____
her maiden (family) name
Lineal Spouse* _____
Other Spouses _____
_____
_____

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Occupation (job) _____
_____
Parents _____
_____
Church _____
_____

Residences _____
_____
_____
_____
_____

*Spouse related to you.

Information collected by _____
Address _____

Badger History

TEACHER SUPPLEMENT

Please note that many of these materials must be purchased directly from the publisher. Only those marked with an asterisk may be obtained from the State Historical Society of Wisconsin.

TRACING YOUR ROOTS

TEACHER SUPPLEMENT

The State Historical Society of Wisconsin
816 State Street
Madison, Wisconsin 53706

Editor: *Howard Kanetzke*
Consultants: *Doris Platt*
Thurman Fox

By way of

Introduction. . . The *Conceptual Framework for the Social Studies*, (DPI) suggests that Wisconsin history and heritage be explored by students in grades four or five. The State Historical Society of Wisconsin publishes four social studies resource units, *Badger History*, each school year to aid in this study. Each issue is an in-depth look at s phase of Wisconsin history.

The *Conceptual Framework* lists ideas about history, sociology, political science, economics and geography. A number of these ideas are developed in each issue of *Badger History* in ways that allow pupils to discover the principles for themselves. Pages 3 and 4 of this supplement contain a list of developmental variants (ways of stating the Framework's ideas so that pupils can understand them). Classroom discussion will re-enforce students' understandings of these ideas.

Only those materials marked with an asterisk (*) may be obtained from the State Historical Society. Other items must be purchased directly from the publisher or ordered through representatives.

Teacher Supplements are prepared to accompany each issue of *Badger History*. There is no charge for this publication when requested with order for *Badger History* Resource Units.

ABOUT THE TRACING YOUR ROOTS ISSUE OF BADGER HISTORY

The Roman orator, Cicero, once said, "Not to know what happened before one was born is always to be a child." Our most direct link with history is the story of our own family, our ancestors. In an age of mobility, where families move often and many people have no community roots, it is important for students to trace family identity. This issue of *Badger History* aids students to explore family history.

WORDS ABOUT WORDS (JARGON)

The Framework lists generalizations (big ideas) that pupils should develop an understanding of. Developmental variants are re-statements of these ideas in terms that pupils can understand at their level of development (where they are). The following is a list of variants for intermediate pupils. The words in *italics* re-state the variants in terms of this unit on transportation. By beginning with *Badger History*, students can move to understandings about the variants and arrive at the big ideas. It is helpful for teachers to review the variants for grades two and three, to be aware of the ways the variants have been developed at those levels.

HISTORY
DEVELOPMENTAL VARIANTS

Early settlers came here from many parts of the world and brought changes in the area that became Wisconsin.

(Representatives of more than fifty nationalities settled in Wisconsin. Wisconsin is a unique blend of the heritages they brought with them.)

The same general pattern of development took place in many Wisconsin communities.

(Many Wisconsin communities were settled by people of the same nationality. In some instances, communities were transplanted from Europe to Wisconsin.)

People and events in faraway places helped to influence the development of Wisconsin.

(Social, political, economic and religious conditions in European contries led many people to seek new homes in the United States.)

Early records, diaries, newspapers and artifacts provide much information on the historical development of Wisconsin.

(Early records, diaries, newspapers and artifacts provide a wealth of information for genealogists. All these sources can combine to tell us much about our ancestors.)

ANTHROPOLOGY/SOCIOLOGY
DEVELOPMENTAL VARIANTS

Families from many parts of the world settled in different Wisconsin communities.

(People from many European communities settled in Wisconsin. Many of them were followed here by members of their families. However, many Wisconsinites have close family members still in Europe, too.)

GEOGRAPHY
DEVELOPMENTAL VARIANT

Wisconsin is linked to other states and other areas of the world in many ways. Communities in Wisconsin are linked to other communities within the state in many different ways.

(Because foreign settlers tended to live close to each other, some Wisconsin communities are known to have strong ethnic traditions. Ties of heritage and family link some Wisconsin communities to European towns.)

ANSWERS TO CROSSWORD PUZZLE

1. pedigree, 2. headstone, 3. ancestor, 4. census, 5. given, 6. The Pied Cowe, 7. misniks, 8. genealogist, 9. links, 10. Gibraltar, 11. Tell, 12. interview, 13. relatives, 14. Bible, 15. number, 16. plat, 17. surname.

TO HELP WITH HISTORIC PERSPECTIVE....

The following story was written by Fred Stratman in 1960. At that time, Fred was in fifth grade in Dodgeville Public School. Because Fred took the time to write down this interesting bit of family history, we can share it with you. In it, he mentions the names of buildings in his home town. Perhaps some of them no longer stand. He also tells about his grandfather's business. Fred was a good genealogist!

My Grandfather, Fred Stratman, Sr., was one of the early barbers in Dodgeville. He was born November 14, 1868, at Galena, Illinois. At the age of four, he moved with his family to Dodgeville. His father and uncle operated the Stratman Wagon Works, located where the present Klusendorf Garage and Crubaugh home are.

MY GRANDFATHER, FRED STRATMAN *(continued)*

While Fred was in high school he started barbering parttime. Due to his father's death it became necessary for Fred to quit school when he was only sixteen. He became a fulltime barber. In 1888, when he was about twenty, he left Dodgeville for the booming mining area near Ironwood, Michigan. He barbered there for three or four years. Then he returned to Dodgeville. He took over his brother's barbershop and began to support his mother and family.

His first shop was located at the site of the present Hotel Higbee. Later he moved into a shop where the Hughes Building stands. After that, he moved into the Rogers Building on Iowa Street. It housed the Howell Hotel and the Rogers Express Office. He opened a four-chair shop. This building was razed in 1944.

Prices in the early barbershop were 25¢ for a haircut and 10¢ for a shave. Dollar tickets, good for ten shaves, were punched to keep a record of shaves. Regular customers had their own shaving mugs which were kept at the shop.

My grandfather retired after having spent over fifty years in barbering.

ADDITIONAL SUGGESTIONS FOR TRACING YOUR ROOTS

WHAT TO DO

1. Interview the oldest person in your family--one who is willing to talk.
2. Interview any elderly person in your area. The Univ. of South Dakota's Bicentennial project was "Adopt-a-Grandparent." Students adopted grandparents at a nearby nursing home and spent an hour a week with them. Through birthday and holiday parties, the grandparents had friends and were less lonely. They were also more willing to talk about their past life. You can get local information from older people in your town.
3. Investigate family papers--baptismal, confirmation, birth, wedding, death, war records, letters, diaries, graduation diplomas.
4. Investigate old photographs.
5. Read newspaper accounts of events that people told you about in interviews.
6. Check cemeteries for information.
7. Investigate jewelry, clothing, paintings, dishes and furniture of the past.
8. Put all your information together to make a story of your ancestors and yourself.

WHAT TO READ

Mimeographs *(free from the State Historical Society of Wisconsin)*

*How to conduct an interview
*How to trace your family tree
*Questionnaire used in interviewing senior citizens
*Special genealogical aids in the library of the State Historical Society (adult)

Books

ABOVE GROUND ARCHAEOLOGY, ARBC, 1974. Pamphlet. Superintendent of Documents, U.S. Printing Office, Washington, D. C. 20402. Stock # 2405-00528. 60¢. Good on interviews, photographs.

*Badger History, TRACING YOUR ROOTS. State Historical Society of Wisconsin, winter, 1977, pamphlet, $1.00. Helpful articles on how to trace your ancestors.

DICTIONARY OF WISCONSIN BIOGRAPHY, State Historical Society of Wisconsin, 1960, o.p., adult. Also biographies in all county history books.

THE FOXFIRE BOOK and FOXFIRE 2 and 3, edited by Eliot Wigginton, Anchor, Doubleday, 1972, 1973, 1975, paperbacks, each about 400 pages. No. 3 has an index for all volumes. Good on interviews and descriptions of people working at their native crafts.

GENEALOGICAL RESEARCH, A BASIC GUIDE. American Association for State and Local History, technical leaflet #14. 50¢ from the Association, 1400 8th Avenue South, Nashville, Tenn. 37203. Adult.

MY BACKYARD HISTORY BOOK by David Weitzman, Little Brown, 1975, paperback, 128 pages. Good for information obtained from last names, telephone book, Yellow Pages, photos, cemeteries, old buildings, grandparents.

OLD GLORY AND THE FIRST HOMETOWN HISTORY PRIMER, Warner, 1973, paperback, 192 pages. Good for information on diaries, autobiographies, collecting, family archives, history games, where to go for help, and hundreds of projects tried by schools and towns.

SEARCHING FOR YOUR ANCESTORS, the why and how of genealogy by Gilbert H. Doane, McGraw-Hill, 1937. Revised Bantam paperback, 1974, 212 pages. Adult.